



Supporting Documentations

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| I. | Roll Call | 6:00 |
| II. | A motion to enter a closed session for the purpose of discussion of litigation matters, acquisition of real property, or authorized personal issues. | |
| III. | Action if any from closed session. | |
| IV. | Executive Session | |
| | 1. Strategic Development, Planning, and Training | |
| | 2. Questions about the agenda | |
| V. | Welcome to General Session | 7:00 |
| VI. | Pledge of Allegiance | |
| VII. | Reports | 7:05 |
| | 1. Director Reports | |
| | 2. Board Reports | |
| | a. Great things We have seen | |
| | 3. Financial Reports | |
| | a. Financial Report, Account Reconciliation Report, Balance Sheet Report, Cash Flow Report, Check Register Report | |
| VIII. | Charter/Governance Training | 7:30 |
| | Effectiveness Goals by Cory Thorson | |
| VIX. | Public comment not related to items on the agenda, each comment is limited to two minutes. | 8:00 |
| X. | Board Business | 8:15 |
| | 1. Accountability Standards- the first one student standards | |
| | 2. Charter Amendment Application | |
| XI. | Consent Agenda | 8:30 |
| | 1. September Financial Report | |
| | 2. June 30, 2011 Minutes | |
| | 3. August 4, 2011 Minutes | |
| | 4. September 1, 2011 Minutes | |
| | 5. October 6, 2011 Minutes | |
| XII. | Action Items | 8:35 |
| | 1. Monitoring Director Performance Policy | |
| | 2. Asset Protection, Capitalizing, and Depreciating for Property and Equipment Policy | |
| | 3. Financial Conditions and Activities Policy | |
| | 4. Motion to transfer the Advertising, Sponsorship and Material Distribution on Campus Policy to an Administrative Procedure | |
| | 5. Motion to transfer the Video Use Policy to an Administrative Procedure | |

XIV.	New Business	9:25
XV.	Adjourn	9:30

Lakeview Academy Board Meeting
Public Comment and Pattern of Formality Guidelines

The following are guidelines that were taken from Robert's Rules of Order and modified to assist the Lakeview Academy Board in running efficient meetings:

Public Comment

1. During the agenda under the Public Comment section, the public may address any issue not related to items already on the agenda. Please state your name for the official minutes. Please be mindful of the length of the board meeting and limit your comments to two minutes.
2. After an item has been introduced and debated by the board, the President will call for Public comment on that item only. Each public attendee shall have the opportunity to speak two times on the same issue on the same day. It shall proceed that everyone will be given their first opportunity to speak before anyone will be given their second opportunity.
3. To maintain order, if someone from the public is out of order, the President will verbally counsel them by calling, "point of order."

Order of Debate

1. The item will be introduced by the sponsor if the sponsor is not present then the President will assign someone to do the introduction.
2. Members debate the item (unless no one wished to debate it). Each member is allowed two separate opportunities to speak on the item.
3. The President will then open the item up for Public Comment following the directions in public comment section 2.
4. The item will then be opened up to the Board for additional debate if necessary.
5. A member makes a motion by saying, "I move that..." if it is long, it should be prepared in writing and given to the President or Secretary. If no motion is made then the item dies, and no further debate will occur.
6. Another board member may amend the motion. If the motion is amended the President asks is their any objection to adopting the amendment. If no objection is made, the chair may declare the amendment adopted. If even one member objects, however the amendment is subject to debate and vote like any other motion.
7. If the motion is amended the President may open it up to further board comment if necessary.
8. The President will then call the question and take a vote on the item.
9. The President announces the vote.

Pattern of Formality

1. The President should be addressed as Mister or Madam President as appropriate.
2. Wait to be acknowledged verbally or with a nod before speaking by the President.
3. Speak only to the President or through him/her.
4. Avoid personalizing any issue; speak to the subject, not the person you disagree with. An example of this would be if you believe something said to be untrue, you would say, I believe the member is mistaken instead of saying something was a lie.
5. If anyone breeches Robert's Rules or for example speaks out of turn, it is called a point of order and will be corrected by the President or any other board member that catches it. One would say, "Point of Order" The President would acknowledge the person and they would say what breach occurred. The President would then say "the point of order is well taken" or if unfounded, "the point of order is not well taken."

Monthly Directors Report

1. Please list activities and programs completed this month that support:

a) Global Ends policy

We continue to serve students K-9 from the community and surrounding area of Saratoga Springs.

b) Language Arts and Mathematics Ends Policy

LVA now has two additional Professional Learning Communities (PLCs). They are Literacy and Mathematics. On these PLCs we have representation from all grade levels, administration and a parent rep. These PLCs will formally review data, set goals, evaluate goal performance, review curriculum to analyze its effectiveness, and ensure the approved School Improvement Plan is followed.

I will include goals for each PLC in the next Director's Report.

CRT results have been posted on our website under testing. We need to improve the formatting so it is more user friendly. We now have access to each individual students results. Those forms are being copied and placed in the student's file. A copy will also be sent home with the student. This is for returning LVA students, now in grades 4-9. Current K-3 students will not have any reports.

c) Science, Arts, and Technology Ends policy

LVA now has two additional Professional Learning Communities (PLCs) for this area also. They are Science/Social Studies and Arts/Technology. On these PLCs we have representation from all grade levels, administration and a parent rep. These PLCs will formally review data, set goals, evaluate goal performance, review curriculum to analyze its effectiveness, and ensure the approved School Improvement Plan is followed.

I will include the goals of each PLC in the next Director's Report.

d) Enrollment Ends Policy

At the last Board meeting the proposal to amend how we enroll students was approved. This means that we will not enroll new students during this current school year. Lottery will be accomplished in the same manner as always. We will be looking to do some targeted advertising before the Lottery to increase demand. We are projected to be at full capacity next year.

e) Parent Satisfaction Ends Policy

Our SAC was formally voted in at the last Board meeting. This committee is already hard at work and doing great things for LVA. They will be including some of these efforts in the schools newsletters and e-mails.

2. Please provide information and updates from the following departments:

- a) Business/finance/IT** – No major updates at this time. We have reviewed the Budget and are preparing it for your approval.
- b) Facilities** – Portables are now fully occupied. A few technology and furnishes are not complete, but will be soon. The facility manager and I are conducting walk-thru's to stay on top of campus needs. We held our Fire Drill this month. October is the month schools focus some time to fire safety and prevention.
- c) Special Education** – No major updates for this program. Ms. Hintze continues to attend Special Education Director's meetings and the Voices trainings that accompany them. Our two teachers will be attending a UIPs training to help them meet reporting standards.
- d) Office (dates of school events, state reports, accreditation)** – October 31th will be our schools Halloween Carnival by our Student Council. Booths, haunted house, games and even throwing a pie in my face will be available. This will be a wonderful event for our families and the community. We will be holding an assembly on November 11th to recognize our Veterans. We will have music prepared by students and our Student council supporting the assembly. More details to come. The office has submitted all State reports required by the deadlines expected (Mainly CTE budget plan, Accreditation

evaluation, and UTrex). Ms. Halliday overcame some huge problems with Power School and the new UTrex reporting standard. After many, many, many hours on her part the report was completed before the deadline.

- e) **Staff updates** – We have hired a new 2nd grade instructional aide and another aide for our Leo reading program. We have also hired Katie Covington to fill the PE position for Elementary grades. She has been doing a terrific job with our students in the Leo program and is a certified Utah teacher.

3. Toot your Horn!

- a) LVA had a tremendous Professional Development day on October 19th. Sally Ogden from the Love and Logic Institute came and trained our staff on Love and Logic. This training was open to all staff and we had many of our instructional aides there as well. We learned about student's needs, fears, enforceable statements, turning our words into gold, and much more. I have received many positive comments from the training and we as a school are eager to see these principles implemented in each classroom.
- b) We are sending a team of 5 to accreditation training with the State this Friday. These staff members will become our experts in further preparations for our first full-team visit.
- c) Our after school programs continue to have great success. We look forward to all of their upcoming performances and invite all families to come support them.
- d) Teachers who are Level 1 are participating in our EYE program. This program is designed to support new teachers to obtain their Level 2 license.
- e) I am truly excited about the PLCs we have formed and the work they will accomplish. I know this will help us achieve our mission more fully and students experience greater successes.

Board Reports

I love this time of year – the weather is cooler, the leaves are changing to bright reds, oranges and yellow and there is a general excitement for the upcoming holidays. In addition to those beautiful things, I am especially grateful for the feeling of enjoyment, empowerment and enthusiasm that I feel as I interact with everyone at school. The sense of pride and teamwork throughout the school has never been stronger and is evident in the student's happy faces as they work in their classes, from the teachers, aides and staff who feel supported and appreciated and finally from an administration who continually raves about the wonderful students, teachers, aides and staff at Lakeview; my deepest thanks to all of you who work so hard to make this happen.

Over the last month I have continued to work with the portable committee on final preparations (obtaining insurance for the building, final inspections/walk through as well as final financial aspects) for the portables to become occupied by our very patient 5th grade students and teachers. They look wonderful and will be a great place of learning for our 5th grade.

I have worked with the board on an article for publication in a new charter school magazine that will be circulated throughout the state which communicates and shares "Best Practices" ideas for charter school boards, Directors, teachers and parents. I am not sure when the magazine will be printed but I will be sure to make copies of the magazine available for those of you who are interested when I find out the specific details.

The state has recently implemented an on-line training program for board members. It consists of a series of tests and tutorials which will allow board members greater access to tools that will strengthen their ability to perform their responsibilities. We as a board are participating in this training program.

The state has also updated their accountability standards for all charter schools. It is called the "Utah Best Practices Guidance Handbook" and will replace the previous set of accountability standards for charter schools. I have been reviewing it and working to understand what impact this will have on Lakeview's programs – if any.

I continue to attend the monthly charter association meetings, assist with financial matters and needed and work with Mr. Veasey on various issues and items. I continue to work with the board as we have finalized our roles, responsibilities and job descriptions for the 2011-2012 school year.

Tina Smith

Board President

I have been filling out Birthday Cards to pass out at the next luncheon for the teachers. I was looking at different possibilities to hand out as gifts to the teachers, but the candy bars seem to be a hit, so I think we'll stick with those. I have reviewed the new handbook and gone through the required training.

I have also helped Tina with whatever she has needed, mostly bouncing ideas back and forth.

Julie Anderegg

This month I have worked closely with Mrs. Black and Rick to ensure financials are in order.

We are preparing an updated budget for the school year, and will have solid numbers after Oct 1st enrollment numbers are submitted.

We are in good financial standing. I look forward to a successful school year.

Cory Thorson

I have been busy working on updating documents for the state.

Joylin Lincoln

Over the course of the last month, I have tried to stay abreast of issues going on within the school. Based upon what I have heard, seen, and read, things seem to be going fairly well. I did have my school picture taken also.

Alan Daniels

I have been dealing with e-mail issues this month. I hope that we are able to solve them in the weeks to come.

Justin Turner

Effectiveness Goals

Goal	Specific Objectives (What will be measured?)	Measurement Criteria (How you know it—means of measuring data, percent mastery, etc.)
1. Improve student learning	1.a. Students will develop and demonstrate proficient language arts.	1.a. Students will be assessed no less than three times per year and end of the year CRT's to determine proficiency. Student progress will be tracked, monitored, and measured by at least 85% of students achieving at or above grade level on benchmark tests in reading by the end, writing samples will be collected no less than three times a year as a performance based assessment to demonstrate improvement. And at least 80% of our students performing at proficiency or higher on the language arts CRT's. .
	1.b. Students will demonstrate proficient mathematical skills as defined by Lakeview Academy and the Utah Core Curriculum.	1.b. . Students will be assessed with benchmark exams no less than three times per year to determine mathematical aptitude will be measured by 8% of students performing at or above grade level on benchmark tests by the end of the school year and 80% of students reaching level 3 sufficient or level 4 substantial proficiency o the end of year CRT's.
	1.c. Students will demonstrate proficient science skills as defined by Lakeview Academy and the Utah Core Curriculum.	1.c. The Science curriculum will provide students with the opportunity to meet and exceed the Utah Core standards. By the end of the year 80% of 5 th - 9 th grade students will demonstrate Mastery or near Mastery on the Science CRT.
	1.d. Students will develop a strong sense of their individual self- worth.	1.d. This will be accomplished by daily instruction in character education in all grade levels. Students will also create portfolios throughout the year to track their own progress and to have a showcase of their best work for their parents.
	1.e. Students will learn how to study and be organized.	1.e. Each year teachers will emphasize personal accountability with schoolwork and teach organizational and study skills. Students will also be instructed on doing research projects and complete various projects during school.
	1.f. Students will have a basic knowledge of and appreciation for the Arts	1.f. Using Lakeview Academy's curriculum choices, students will be exposed to a variety of classic works of art, literature, music and drama. Students

	and Literature.	will have the opportunity to express themselves artistically in the classroom and in extra-curricular activities. This will be tracked by students' grades and participation in extracurricular activities.
	1.g. Students will have an understanding and working knowledge of current technology.	1.g. Teachers will integrate current technology, such as computers, into classroom learning. All students will be tested to verify they meet state standards in keyboarding. Students will also demonstrate in individual and group settings, the scope of skills learned.
	1.h. Parents will feel empowered to influence the quality of their child's education.	1.h. Parents will have the opportunity to participate in students' studies, volunteer in the classrooms, work on committees, and in school leadership roles. Families will be encouraged to volunteer at least four hours per month assisting their student(s) teacher. Additionally, families are asked to join and actively participate on one school committee per year. This will help to support the mission and philosophy of Lakeview Academy.
2. Highly Qualified Teachers and Staff	2.a. All teachers will maintain appropriate educator licenses.	2.a. Hired teachers will already possess or be working towards an appropriate Utah license.
	2.b. The Education Coordinator will mentor and observe all teachers to ensure the highest quality of teaching.	2.b. The Education Coordinator will be responsible for mentoring new teachers. The Education Coordinator will observe teachers, conference with them and set professional development goals at least once per quarter. The Education Coordinator will track progress of these goals in the teachers' portfolios
	2.c. Trained teaching assistants (TA's) will aid classroom teachers in meeting students' needs.	2.c. Paid and volunteer teaching assistants will be trained according to Lakeview Academy's mission, philosophy and curriculum. The Education Coordinator will observe teaching assistants at least once per quarter.
	2.d. All teachers and TA's will be trained on the implementation of the school's curriculum and Utah State Standards.	2.d. The entire faculty and all teaching assistants will receive in-service training on planning and implementation strategies for all curricula. Attendance will be taken at training and this will be tracked in staff portfolios.
3. Maintain open and effective communication	3.a. Open communication will take place between all participants in the school community.	3.a. Lakeview Academy will encourage open communication. Teachers will also be open and flexible. They will schedule parent/teacher conferences as well as SEP meetings. All teachers, parents and students will participate in a SEP

on		meeting no less than twice per school year. In addition, teachers will send home a weekly newsletter. The school will send home a monthly newsletter. We will measure the success of this goal by the feedback received from parents and teachers.
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Charter Accountability Student Achievement Level

Indicator – Student Achievement Level

Measures: Proficiency levels on state assessments by subject
Proficiency level on 3rd grade reading
Proficiency level on 6th grade mathematics
Progress score on UPASS

Definitions & Instructions

UPASS (Utah Performance Assessment System for Students) is the Utah state accountability system for schools. UPASS determines the proficiency and progress for each school using multiple assessments and indicators, including Core CRTs. Schools receive assessment results for all students in the subjects of language arts, mathematics, and science. Results are reported by level. The four levels are defined: Level 1: Minimal, Level 2: Partial, Level 3: Sufficient, Level 4: Substantial. *Charter school governing boards should identify the percentage of students scoring at proficiency (Levels 3 and 4) for each Core CRT test given at the school, as well as the DIEBLS Next test for 3rd graders. In addition, they should identify the progress score for the school overall.*

NCLB is the federal accountability system for schools. NCLB includes accountability for multiple titles within the NCLB law. Adequate Yearly Progress (AYP) is the school accountability for Title I. Annual Measureable Achievement Objectives (AMAOs) is the LEA (Local Education Agency) accountability for Title III. *Charter school governing boards should review 'A guide to AYP determinations' and 'A guide to AMAO determinations' prior to setting entity identified proficiency goals.*

A **rigorous** curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high-quality delivery system for ensuring that all students achieve the desired end: high

expectations for student achievement at each grade level. All students are expected to attain proficiency regardless of their background. Students learn content that prepares them for postsecondary education even if they choose not to pursue this option. Teachers instruct for understanding and not just memorization.

An **aligned** curriculum is one that addresses all of the state content standards at each grade level. Aligned curriculum specifies in student friendly language what students should know and be able to do at each grade level and how they must demonstrate their knowledge and skills (assessments). Content that corresponds to state standards is just one aspect of an aligned curriculum. According to some researchers, curriculum alignment is the alignment between curriculum and state standards, standardized tests, curriculum-embedded tests, student assignments, lesson plans, textbooks, and instruction.⁵

Facilitation means assisting and guiding the teachers in the process of curriculum articulation. Under the principal's direction, the faculty actively engages with and takes ownership of the curriculum.

Articulation means translating the curriculum into learning goals and objectives based on state standards and school priorities, sequencing and organizing curricular objectives into units or lessons, constructing timelines or pacing guides, and identifying materials, resources and instructional strategies.

A **key transition point** is a moment within a progressive system when the participant experiences a significant change. In the K-16 education system, transitions from preschool to elementary school, from elementary school to middle school, from middle to high school, and from high school to career or postsecondary education present emotional and intellectual challenges.

Curriculum articulation ensures smooth transitions and continuity by coordinating academic expectations between sending and receiving schools. By ensuring students are prepared for the next step in the K-16 education process before they enter it, schools maximize resources and minimize student frustration.

Classroom assessments are tools to measure what students have learned. Like classroom instruction, assessments should be aligned with state standards. A rigorous assessment is one that reflects high expectations for performance and evaluates students understanding and attainment of knowledge and skills. There are two primary assessment approaches: 1) formal assessments that objectively measure skills and knowledge and

provide information for screening, progress monitoring, diagnosis, and evaluation; and 2) informal assessments based on observations and inferences of student abilities in different contexts.

Teacher collaboration brings together teachers within grade levels, between grade levels or even between schools to collectively design and select assessments. Teachers discuss standards, instructional techniques, and assessments to determine their alignment. They adopt or adapt these assessments or design customized assessments that best measure student mastery of the content.

Tasks are the projects, questions, problems, applications, and exercises through which students show what they know and can do with the content knowledge and skills. Good assessment tasks provide useful diagnostic information and a learning experience for students.

Academic expectations reflect the knowledge and skills students are expected to learn as proscribed by the Utah Common Core Curriculum. Students should understand the learning objectives, their own level of attainment, and specific steps to improve.

Proficiency is the performance level students need to demonstrate mastery of the content. It indicates what students must know and be able to do for that grade level.

The **achievement gap** in education refers to the disparity in academic performance between groups of students. It is often used to describe performance gaps between ethnicities or gaps between students of different socio-economic levels. Achievement gaps may be reflected in grades, 6 standardized test scores, course selections, dropout rates, and secondary and postsecondary education completion rates.

A **curricular gap** exists when there is limited or no alignment between the opportunities to learn, course offerings, standards, requirements, instructional materials, and learner needs. In many instances, the curriculum gap can be narrowed by systematically linking expectations, opportunities and needs.

Feedback is the information teachers give students about what they are doing correctly and what they still need to learn. Feedback should be provided in a timely manner continuously throughout the learning process.

Multiple assessments are the various ways teachers assess the knowledge and skills of students including response/short answer, essay, performance

assessments, and oral communication. Multiple assessments give students the opportunity to show what they know and can do in a variety of situations.

Performance standards specify what students must know and be able to do to be considered proficient. The standards usually define the evidence required to demonstrate attainment (e.g., holding a debate on a current event topic to show understanding of interacting social factors) and levels of proficiency such as basic, proficient, and advanced. Performance standards set a floor (minimum acceptable achievement) not a ceiling, and should not limit the performance of high-achieving students. Using performance standards for assessment in the form of rubrics enables teachers to remain objective in grading. *Indicator - Student achievement level*

Measure	Metric	Best Practice Guideline
Proficiency levels on state assessments by subject	Percentage of students scoring at proficiency	TBD
Proficiency levels on reading	Proficiency score on DIEBELS Next (3rd grade)	81%
Proficiency levels on math	Percentage of students scoring minimum math proficiency (6th grade)	71.6%
Progress score on UPASS	Attainment of minimum status composite score (school wide) on UPASS	200

Policy Type: Governance-Management Relationship

Policy Title: Monitoring Director Performance

Systematic and rigorous monitoring of Director job performance will be solely against the only expected Director job outputs: organizational accomplishments of the charter, board Ends policies and organizational operation within the boundaries of board policies on Executive Limitations.

Accordingly,

1. Monitoring is simply to determine the degree to which board policies are being met. Data that does not do this will not be considered to be monitoring data.
2. The board will acquire monitoring data by one or more of three methods:
 - a. By internal report, in which the Director discloses compliance information to the board,
 - b. By external report, in which an external, disinterested third party selected by the board assess compliance with board policies,
 - c. By direct board inspection, in which a designated member or members of the board assess compliance with the appropriate policy criteria.
3. In every case, the standard for compliance shall be any reasonable Director interpretation of the board policy being monitored.
4. All policies that instruct the Director will be monitored at a frequency and by a method chosen by the board. The board can monitor any policy at any time by any method, but will ordinarily depend on a routine schedule.

Policy	Method	Frequency
Treatment of Students	Internal	Semi-Annually (Feb., May)
	External	Annually (survey in January)
Treatment of Staff	Internal	Semi-Annually (March, June)
	External	Annually (survey in January)
Emergency Director Succession	Internal	Annually (April)
Compensation and Benefits	Internal	Annually (May)
Communication and Support	Internal	Annually (June)
	Direct Inspection	Annually
Charter	Internal	Annually (February)
	Direct Inspection	Semi-Annually (Feb., May)



Policy Type: Executive Limitations

Policy Title: Asset Protection, Capitalizing and Depreciating for Property and Equipment Policy

Effective: _____

The Director shall not allow the assets to be unprotected, inadequately maintained, or unnecessarily risked. Accordingly, he or she shall not:

1. Fail to insure against theft and casualty loss to at least 80 percent of replacement value and against liability losses to board members, staff, and the organization itself in an amount greater than the average for comparable organizations.
2. Allow un-bonded personnel access to material amounts of funds.
3. Subject school property and equipment to improper wear and tear or insufficient maintenance.
4. Unnecessarily expose the organization, its board, or its staff to claims of liability.
5. Make any purchase contrary to Utah State Law.
6. Fail to protect intellectual property, information, and files from loss or significant damage.
7. Receive, processes, or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards.
8. Invest or hold operating capital in insecure instruments, including uninsured checking accounts and bonds of less than AA rating, or in non-interest bearing accounts except when necessary to facilitate ease in operational transactions.
9. Endanger the organization's public image or credibility, particularly in ways that would hinder its accomplishment of mission.
10. Fail to require all tangible personal property with a useful life of more than one year and a unit acquisition cost of \$5,000 or more be capitalized and recorded in the statement of net assets.
 - a. Depreciation associated with the fixed asset will be calculated based on its useful life and straight-line depreciation method.
 - b. The depreciation expense will be recorded in the statement of revenues, expenses, and changes in net assets.

Certification

The Undersigned officers and or directors of Lakeview Academy certify that this Asset Protection Capitalizing and Depreciating for Property and Equipment Policy was duly adopted as of November 3, 2011 and replaces all previous Asset Protection Policies and Capitalizing and Depreciating for Property and Equipment Policies.

Signature: _____

Date: _____

Title: _____

Signature: _____

Date: _____

Title: _____



Policy Type: Executive Limitations
Policy Title: Financial Conditions and Activities
Effective: November 3, 2011

With respect to the actual, ongoing financial conditions and activities, the Director shall not cause or allow the development of fiscal jeopardy or a material deviation of actual expenditures from the charter, board priorities established in Ends policies.

Accordingly, he or she shall not:

1. Expend more funds than have been received in the fiscal year without Board approval.
2. Indebted the organization in an amount greater than can be repaid by certain, otherwise unencumbered revenues within sixty days.
3. Use any long-term reserves without Board approval.
4. Conduct inter-fund shifting in amounts greater than can be restored to a condition of discrete fund balance by certain, otherwise unencumbered revenue within thirty days.
5. Fail to settle payroll and debts in a timely manner.
6. Allow tax payments or other government-ordered payments or filings to be overdue or inaccurately filed.
7. Make a single purchase or commitment of greater than state law allows for.
8. Acquire, encumber, or dispose of real property.
9. Fail to aggressively pursue receivables after a reasonable grace period.
10. Operate without a purchase procedure that meets the board-appointed auditor's standards.

Certification

The Undersigned officers and or directors of Lakeview Academy certify that this Financial conditions and Activities Policy was duly adopted as of November 3, 2011 and replaces all previous Financial conditions and Activities Policies.

Signature: _____

Date: _____

Title: _____

Signature: _____

Date: _____

Title: _____



Policy Type: Required Policy
Policy Title: Advertising, Sponsorship, and Material Distribution on Campus

The Board recognizes the educational value of proper and wholesome resources in the nature of individual personalities, business and institutional publications and the many materials of local, state, and national agencies.

The property, parking lots, sidewalks, and facilities of Lakeview Academy and the publications of Lakeview Academy are a closed forum, to be managed in the best interests of the students and patrons as determined by school Administration.

The Board of Trustees adopts the following policy relating sponsorship of school facilities or activities by outside entities and for the distribution of advertising or other materials from outside parties on campus.

SPONSORSHIP OF FACILITIES OR ACTIVITIES

The board or administration may seek sponsorship for specific school activities or for any part of the school's facilities. All sponsors must:

- Be approved by Lakeview Academy Director(s)
- Not participate in any activity or produce any product that would be prohibited on school grounds by policy, rule, or statute
- Pay a sponsorship fee (or make an in-kind donation) as negotiated with school administration

Lakeview Academy and any sponsor shall enter a written agreement specifying the fee or donation, the activity or facility (or portion thereof) sponsored, and the length or term of the sponsorship. The Board may revoke the sponsorship agreement at any time by majority vote and refunding the prorated fee or donation based on the proportion of actual sponsorship compared to the agreed term.

SCHOOL PUBLICATIONS AND PRINTED MATERIALS

The Board places the responsibility for school publications and distribution of any materials with school administration. Therefore, printed material of any nature shall not be distributed on the school premises without the consent of the school director(s). Flyers, handbills, or other printed materials which are not either approved by the school director(s) are prohibited and may not be posted or distributed on school property or placed in mail boxes that are provided for school staff. All publications shall be free of any adverse, lewd, wanton, or lascivious writings or pictures. There shall be no publications of a nature that would ridicule, defame, belittle, or otherwise injure the character of any individual or group.

Lakeview Academy will not accept or publish public political advertising on ballot initiatives, constitutional amendments, and candidates for election. The Board may publicize its position on initiatives and other matters sponsored by the Board or having a direct bearing on the education of students at Lakeview Academy.

Printed material advertising a private service not related to Lakeview Academy or education in general may be distributed at the discretion of the school director(s). The director(s) may require the sponsors of such material to pay a fee to the school for the privilege of distribution within the school. Fees shall be uniformly applied, but may be waived for community events and activities sponsored by a local city or other community organization, or for services or activities that are closely related to Lakeview Academy's mission. Fliers may not advertise any activity or product that would be prohibited on school grounds by policy, rule, or statute.

Certification

The Undersigned officers and or directors of Lakeview Academy certify that this Advertising, Sponsorship, and Material Distribution on Campus policy was duly adopted as of January 15, 2009.

Signature: Julianne Kicklighter

Print Name: Julianne Kicklighter

Title: Board President

Signature: Tina Smith

Print Name: Tina Smith

Title: Board Vice President



Policy Type: Required Policy
Policy Title: Video Use Policy

The Board recognizes that videos and multimedia presentations can be an important part of classroom instruction, adding variety and helping students see ideas and concepts in several ways. The board also recognizes that the best way for students to learn is to have information presented in several ways guided by excellent teachers and supplemented with student-completed exercises that apply concepts taught. The board therefore adopts the following policy relating to the use of videos in class.

Videos should be used sparingly and must be approved by administration prior to being shown to students. Videos should only be used for educational purposes. Administration will ensure that videos are appropriate for the age of the audience, short, relevant to the subject and specific lesson taught, and connected to a student-completed exercise.

Certification

The Undersigned officers and or directors of Lakeview Academy certify that this video use policy was duly adopted as of August 7, 2008.

Signature: Tina Smith

Print Name: Tina Smith

Title: Board Vice President

Signature: Julianne Kicklighter

Print Name: Julianne Kicklighter

Title: Board President